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ABSTRACT

In the summer of 1972 graduate students from Northern Illinois University were enrolled in a six week study tour of outdoor education programs in Germany and Austria. The tour included observations and conferences with teachers, students, administrators, and Ministry of Education officials from both countries, guided tours of major cities, and visits and investigations of outdoor activity sites. Students kept a detailed daily log and submitted a thought reaction paper on a facet of outdoor education associated with their summer's study of programs. Nine of the student papers are presented in this document. The first paper, which analyzes Austrian and German concepts of outdoor education, mentions that both countries are extremely building and facilities oriented. It further observes an over-emphasis on certain segments of outdoor education, such as camping. Another paper compares teacher preparation for outdoor education in both countries with the programs found in America. Apparently America places greater emphasis on training programs while the European coutries rely more on self preparation and self study on the part of the teacher. Other papers deal with such topics as the relationship of physical education to outdoor education, potential values of the Schullandheim experience and its real function in the educational scheme, and the use of the city as a source for outdoor education experiences. (DS)

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OCCASIONAL PAPER NO. XI

Outdoor Education in Germany, Austria and Switzerland

A compilation of Thought-Reactinn Papers

Edited by
Donald R. Hammerman
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Northern Illinois University

1973

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FOREWORD

The papers included in this publication were written by graduate students while on the Outdoor Education Foreign Study Tour, Summer 1972.. Students kept a detailed daily log and submitted a thought-reaction paper on some problem, topic, or facet of outdoor education associated with study of programs in Germany and Austria, while on tour.

The six-week study tour included visits, observations and conferences with teachers, students, administrators and Ministry of Education officials in Bremen, Berlin and Regensburg, Germany and Vienna, Maria Zell, St. Wolfgang, Obertraun, Kaprun and Saalbach, Austria. The six-week session also included guided tours of major cities as well as outdoor investigations and activities in and around Berchesgarten, Salzburg, Munich, Chiemsee, Oberammergau, Garmisch-Partenkirchen, St. Christoph, Lucerne and Geneva.

These papers reflect the thought, analysis, observations, impressions and reactions of a group of educators who traveled, studied, played and learned together.

-- Donald R. Hammerman
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Lorado Taft Field Campus, 1973

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Austrian and German Concepts of Outdoor Education, Analyzed

-Barbara Fogle-

Briefly delineating one's perception of a concept is difficult regardless of the subject matter. The concept of Outdoor Education is notexception. There are several factors which must come into consideration; for example, geographical positioning of a country, educational dogma, socio-cultural factors in general as well as the beliefs of the individual teacher involved. The German and Austrian concepts of Outdoor Education have been greatly affected by these factors. The remainder of this paper will be a reaction to, and an analysis of these concepts and their applications in the educational systems of both countries.

Prior to discussing any personal reaction, it is imperative that I define the frame of reference for my own concept of Outdoor Education. Like Donaldson[1], I firmly adhere to the concept that Outdoor Education is not a subject matter but rather a method of curriculum enrichment in, for, and about the outdoors. Each segment can and does, under proper leadership and guidance, provide a significant contribution to one's total life experience. It is not as some believe merely an extension of the regular classroom in a natural setting. Learning experiences in and about the outdoors are now generally employed in educational systems. The third segment-education for the outdoors-does need as much emphasis as the other two. Receiving skill instruction for recreational and survival purposes is also a vital part of education. Camping, a combination of these skills, offers an additional opportunity for instruction on a practical basis. Although the basis for definition may be camp-oriented, I strongly feel that this has not prejudiced my concept of Outdoor Education. Rather, I feel my concept is an all encompassing and workable one, regardless of the area of specialization.

The German concept of Outdoor Education historically evolved from their love of the outdoors. Although there are three types[2] of Outdoor Education experiences in the German school system, the German concept of Outdoor Education revolves mainly around the "Schullandheim Aufenthalte." The stated purpose of the school country homes is to provide opportunity for varied applied educational experiences outside of the regular school setting. Social values, health habits, group dynamics are also stressed during these experiences. Some schullandheims visited seemed to emphasize only transplanting the classes into a rural setting. There was not a complete break from the formal confines of the regular school. The Schullandheims Verdener Brunner (Bremen), Riedenburg and St. Englemar (Regensburg) are examples, as each of them maintained a regular classroom consisting of desks, bookcases and wall to wall blackboard. On the other hand, the Wilhelm Berger Schullandheim and the one in Stenum had common room type arrangements. Here the students could work together in small units, There was more emphasis on learning from informal group interactions rather than on the traditional classroom setting. This type of arrangement I feel was more consistent with their stated philosophy of providing a homelike atmosphere as much as possible.

[1] Hammerman and Hammerman, Book of Readings

[2] 1. Unterichtrange (field trips)
2. Schulwanderungen (school hikes)
3. Schullandheim Aufenthalte (school country homes)

Generally, German teachers use the facilities surrounding their geographical areas. Those in Bremen used farms, woodlands, dairies, bogs, marshlands extensively, as well as the two ports of Bremen and Bremerhaven to supplemant and reinforce classroom instruction. These outdoor experiences appeared to be related only to formal subject matter taken previously in the regular classroom.. As the German educational system does not encourage Physical Education in schullandheim experiences, very little appeared to be done in the way of introducing any recreational or survival type skills or activities. This appears to negate using the outdoors for any other activity otherthan hiking-a favourite pastime of the German people. In this respect, I feel that students are losing a valuable opportunity for learning for the outdoors. Also, failure to engage in activities which are not suitable to the school campus I feel is a waste of the students' time and energy, not to mention a dearth in educational experiences.

Some schullandheim programs such as Riedenburg (Regensburg) for example, seemed to be building-oriented in selection of the students' visitations and activities. This may be a false impression but nevertheless, I feel it permeated the facility as well as the program as presented by our hosts.

The Austrian three fold concept of Outdoor Education[3] I feel developed as the result of geographical positioning, educational dogma and governmental policies regarding the development of bundesportschules. The Tyrolean Alps provided Austrian educators with ample natural facilities for incorporating out-of-doors experiences in the educational system. These natural facilities also complemented the Austrian belief that Physical Education skills were important to have within the curriculum framework. The government, also saw value in promoting programs as the skischulen. Governmental officials felt such programs would help develop nationalism through its skiers and also increase national revenue through tourism. Thus the skischulen, one of three distinct programs, became highly promoted and developed in the bundesportschule agenda. Although the ski schulen receives greater emphasis than the other two programs, the wandertage and schullandwochen experiences as well as the special summer recreational programs ensure the adequate year-round use of the facilities (an economic necessity).

The bundesportschules (eg. Kitzsteinhorn), on the average, were more elaborate than the German schullandheims. Financially, there appears to be no ceiling in providing the best in facilities and equipment. Austrian educators are the first to admit that they are not interested in providing a "rugged" living experience but primarily involved in the teaching of a skill-in case of the ski schulen at least. Since the schullandwochen and ski schulen occur to a large extent using the same facility, it is difficult to seperate the essentials from the nicities of life.

Observations of the Austrian concept of Outdoor Education reveals that it is very sport oriented. I can to some extent identify with this concept. I believe that Physical Education skills should be taught not only for present use but also in preparation for constructive use of leisure time. Through an introduction of various activities, man, as an

[3] 1. wandertage
2. schullandwochen
3. ski schulen

individual, learns to adapt to life in different situations. In addition, man is given many opportunities to keep his mind and body in a healthy state through vigorous activity. Physical activity is conducive to healthy living, however, I do not agree with being only ski oriented to the neglect of other seasonal activities. I imagine there is a great deal of pressure on an Austrian who is not enthusiastic about Alpine skiing. It is a shame that with all the natural beauty offered, there is a scarcity in activities such as backpacking and wilderness camping. It is criminal to emphasize only one sport in the realm of many in a country whose natural facilities offer numerous and varied opportunities for recreational pleasures.

Basically, my negative reaction to the Austrian and German concepts of Outdoor Education are from the over emphasis of certain segments of the total concept. To me, this over emphasis is similar to brain washing-there are other valuable educational experience which are not being capitalized on. Both countries, for example, place little value on what I would term as "camping". I was rather surprised at this point of information as I had thought that backpacking and wilderness camping were part of the Austrian and German heritage. These people take care to pass on cultural traditions but obviously not in this aspect. As a result, there are limited funds available for starting and maintaining such programs. There would no doubt be more, if more interest was shown, particularly on the part of educators. The lack of interest may result from the fact that ongoing programs have been successful for the last twenty years; therefore why should these programs be changed. For all the outstanding Outdoor Education personnel, I feel a great many in the field refuse to take up the challenge of creating new and innovative programs using all natural facilities available. It will take a great deal more than a few interested individuals to change the educational systems. Interested educators will need to decide for themselves whether or not it is worth the time and effort necessary to expand existing concepts of Outdoor Education.

In addition, to the previous remarks, I strongly feel that both countries are extremely building and facility oriented. They too have a great many indoor outdoor experiences. The use of plush facilities I feel does not constitute an outdoor experience. Personally, I feel children learn to appreciate much more in primitive surroundings where the many luxuries of life are not available. The German preoccupation with new facilities may be an unconscious result of losing a large number of buildings in two world wars. To them, new buildings may be a form of security. If this is true, then I question the effect of the material orientation on a child's outdoor experiences as they revolve around the schullandheim programs.

The concept of Outdoor Education varies depending upon many intricate factors. In this paper I have tried to relate my reactions and subsequent analysis honestly to the two kinds of Outdoor Education concepts we were exposed to during the tour. Although my reactions may be more on the negative side, I do feel a good number of the schullandheims and bundesportschules are fulfilling a need in a child's total educational experience.

The Values of Group Experience in Community Living

-Mary Zavada-

"Effective use of the Outdoor Education environment requires careful consideration of the goals to be pursued." (Hammerman and Hammerman, Book of Readings, 1968). In consideration of generally recognized goals of outdoor education programs in the United States, two concommitment purposes emerge. The first is simply extend the curricula of the school beyond the classroom walls. L.B. Sharp has said that some things can be learned better in the classroom, but many things are best taught outside of the classroom. For example, the children can study types of rocks in the classroom and then extend the study to out-of-doors in a natural setting. Children who have the opportunity for resident outdoor education in a mountainous region can observe firsthand U-shaped valleys created by streams flowing to rivers. The outdoor education emphasis is an experiential one; the child who sees, discovers, and explores a situation gets the most out of it. Children can see and touch different strata of rock, and identify when faulting occurs and when folding occurs.

The second goal is related to the values that can be derived from community living in outdoor education residential facilities. One or two weeks of living with others twenty-four hours a day is an excellent opportunity for a child to learn and to understand others, himself and his relationship to others. The give and take between people sharing common experiences, the interdependency upon one another in a group is a social situation conducive to personal growth. "Resident outdoor education is essentially a comunity of children." (Hammerman, 1968). The effect of this social community on each individual child can be used as an active force in development of healthy social behavior. A school residential program extends and expands superficial boundaries of traditional curriculum objectives. "The wide range of new experiences and the problems of living and working together add up to an impact upon their lives that the usual school experience is not able to make." (Hammerman, 1968).

One key to a successful outdoor education program is to take the environment of an area and exploit it. For example, consider the topic of ecology in a mixed forest. One objective of extension of this study to an outdoor setting might be that the children distinguish between kinds of trees growing in various areas by comparing those trees by the river to those on ridges. I believe it is also possible to take the social-psychological environment, the individual in a social setting, i.e., a child at a schullandheim or camp, and exploit it in such a way that all participating will benefit. For example, activity: to introduce two classes from different schools sharing the same facility to each other on the first day. Each child meets with a child from the other class for a given time, to learn his name, where he is from, his favorite subject or interests, what he expects or hopes to do and learn at camp. He also takes his turn to tell his friend about himself. Gathered in a circle, they introduce each other to the group. Purpose: each child learns to respect individual differences in backgrounds and expectations. By almost playing the role of another, he can more easily identify with his new classmate, share his feelings and viewpoints.

The study tour visits to Austrian and German schullandheims, and discussions with Austrian and German teachers, revealed that social and community-living skills and attitudes are important facets of the

schullandheim, sportschulle, and wandertag experiences. Austrian teachers spoke of the value of group experiences, learning to share and to know one another well. In Germany, especially in the Bremen area, social goals of schullandheim programs include development of less directive and authoritive roles for teachers, which permits a better relationship between teacher and child.

The new role of the schullandheim teacher is perceived as a guide and resource, as a member of the group, in order to assist the children in responsible handling of social problems. The children are expected to express their feelings as well as ideas and knowledge to each other, to learn to resolve problems of community living as a group. It is hoped that each child gains knowledge of one's self and of others, and can use his self-awareness and social skills to carry over into all life situations. Some new schullandheim programs in north Germany are designed to meet emotional and intellectual needs of teenagers. Specially trained teachers conduct one week sessions at the schullandheim, for groups of fourteen or fifteen year olds - not classmates - to discuss political and social issues, including sex and dope.

Germany, Austria and the United States value the communal, social and personal aspects of resident outdoor education and schullandheim experiences. Because of the seemingly universality of this value and based upon my personal perceptions, observations, and reactions during the course of this study tour, this thought-reaction paper is directed to exploration of the values of group experience in community living. My own professional interest is mental health: primary prevention, which includes education and consultation and promotion of social conditions, systems and programs that are conducive to good mental health (a positive concept) especially in relation to elementary school children.

Based upon my experiences in the Outdoor Education Foreign Study Tour and my readings I believe that there is a great diversity of learning opportunities in outdoor education that do not always exist in the classroom.

In undertaking this topic, I thought the following questions to be significant and appropriate to discussion and planning of outdoor education programs:

1. What are the goals and objectives of the resident outdoor education or schullandheim experiences?

2. What changes in structure of the social situation might be anticipated?

3. What is the role of the teacher in this setting?

4. What aspects of the outdoor education experience can best foster healthy social learnings?

5. What may the child conceivably learn about himself, his environment, and his relationship to the environment?

6. What are some of the behaviors desired?

7. How may these behaviors be best learned?

8. In what ways can these kinds of learning be measured?

In reference to these questions and to the goals of social and personal growth in outdoor education and schullandheim programs, it is helpful to indicate some of the social learnings a child might experience. For example:

1. Reliance on others
   Reliance on self
   Letting others rely on him

   interdependency presents opportunity for problem-solving activities.

   Activity- solve a given problem individually
   solve a given problem as a group

   Objective: the group activity may facilitate solution

2. Sharing common experiences - learning about one another

   Activity: as in Mirabel gardens, look for beauty, look for ugliness

   Objective: Learning that others have different perceptions of the same experience

3. Learning new skills- as an athletic skill or social skill the opportunity for development of skills which may not be required in the classroom will gain new recognition from others, help child to grow in a positive self-concept.

4. Social learnings- that a group influences his own choice of behavior. Group pressure may cause a child to learn to relate to others in new ways to change his choice of behavior

5. Awareness of self - these few examples of social learnings all contribute toward a concept of self

   Self concept: How I see myself - How I believe others see me - (looking glass) - the ideal self (how I would like to have others see me)

These ways of viewing oneself may be modified by the group experience. The child will seek his ideal identity and will modify his behavior if he is sensitive to group and individual reactions. The closer h comes to his ideal, the more positive he will view himself.

In order to plan for change and growth in social and personal behavior, I feel that it is imperative to recognize the identifiable characteristics of the new environment and the social situation. These characteristics can be viewed as opportunities for new and more productive social and behavioral learnings. First it is helpful to ask what are the changes in the physical and geographical environment? What is the location and setting? Is it in the country - woods or open spaces as opposed to cities? Next, it is helpful to consider the characteristics of the social setting. What period of time is involved? Who is involved? Are the children classmates in school? Are relationships already established?

Are any children new to the class? Is the outdoor education experience at the beginning, middle or end of the school year? What kind of relationship to the teacher has been established? Are there other leaders available -director- resource person? Is there more than one class present? What activities will they be doing?

The class may have already established relationships and role patterns of behavior in the regular school, however, there is likely to be a change in status and roles previously established as the new situation may be much less structured than the regular classroom setting, or structured in a different way. Whatever the characteristics of the resident outdoor education setting, the kind of behaviors that were satisfactory in the school and classroom, and at home, may not meet all the requirements of this new situation. Thus, new behaviors will now be required and not all pupils will master all of them. Therefore, there will likely be changes in social status and role differentiations. Changes in social structure may require changed roles, changed behavior, and subsequently, changed attitudes toward self, others, tasks, and learning.

It is important now to consider some of the psychological aspects of the change in the social situation. These may be:

1. The social network and interaction of resident outdoor education forms a structure which temporarily replaces family structure and classroom structure.

2. The new situation may disturb the child's adaptive behavior in regard to interpersonal relationships (i.e., his usual ways of relating to classmates and significant others). These ways may not be effective now in the new situation.

3. If there is disturbance of former effective adaptive behavior, the new situation may present coping problems for the child.

4. Paricular social tasks accomplished in stages may avoid particular conflicts. For example, for children to learn to respect the feelings of others, they should have the opportunity to learn to express their own feelings about things and issues in a constructive way.

5. Change in attitude follows change in behavior.

6. The child may be unaware of the mechanism involved, but the social pressure of the group will influence his behavior; it modifies the behavior of all.

7. Group attitudes become established in group activities; the individual contributes but also feels the pressure of group feeling.

8. Group attitudes may be altered in a setting in which the child can compare his attitude with that of others in the group.

9. Leadership patterns emerge in group activities.

The outdoor setting provides exceptional opportunity for investigation by the teacher of the group dynamics prodess of his class, where various patterns of adaptive behavioral characteristics are most uniquely apparent. The classroom teacher has an excellent vantage point for observing his students undergoing recreational, educational and social problem solving activities, and hence to observe the changing status of each child in the group.

Summary

When a child leaves the very structured situation of a school classroom and his own family to enter the new situation of 'camp' or schullandheim, he may bring with him many of the social difficulties of his previous environment. But because the new situation is a different one there is opportunity for change in behavior. The outdoor education setting should, I believe, permit the child to test this possibility of change in his every day life. The social learnings of 'camp' experience may be transitional and carried over to family relations with friends, school, and recreational and interest groups. Change in attitude will follow change in behavior.

Responsibility for learning and problem solving activities should be shared by teacher and student. The issue of responsibility must be reevaluated. The class, if given more responsibility (not rigidly controlled) will go through a period of disorganization and find a new balance in relationships. At the end of the stay the class will function at a different level than when begun. The new level may be a higher one or a lower one. The group may function more harmoniously or never surmount the level of disorganization.

Conclusions

This is why I believe that guidance is absolutely necessary. Not mere control, but leadership of the teacher can assist the group to function at a higher level. And this is why it is important that the classroom teacher is very much aware of the principles of this growth process. He should be prepared for change in relationship and status. He should be aware of the processes of group dynamics because on the basis of such knowledge of children in the class, it may be possible to predict what kind of changes may occur in relation to the behavioral objectives. Some changes may not be anticipated, some negative, some will be of positive value and some will be carried to other life situations. In any event, the group or class will not be the same as it was before.

Implications

At this point I think it is now important to ask: How can teachers gain insights and understanding of the students not possible in the regular classroom?

How can teachers best acquire knowledge and understanding of

psychological development and group dynamics so that they may be more effective teachers in a residential setting?

What kind of leadership qualities and teaching skills are essential to teachers of outdoor education if they are to expand their scope of objectives to include social growth?

I cannot help but feel on the basis of my own experience and observations that teacher education and in-service workshops should direct some of their programs to focus on these questions.

My own perceptions and interpretations of my experiences of living and learning with a small group over a specified period of time, helped me to develop insights into my own behavior and feelings. The opportunity for closer involvement with others I would not normally seek out and this also helped me to learn more about myself. Because of my experiences this summer I hope to be more aware of the kind of reactions a child may have when undertaking an education experience in communal living.

Because of my own reactions, I cannot help but feel that perhaps other teachers involved in similar group experiences can learn from their own experience and thus create a greater capacity for understanding the experiences and feelings of the children in the outdoor education class.

In light of my perceptions and interpretations I suggest that it will be of value to also ask: How can teachers best gain insights into their own patterns of behavior withing a group? And to prove the hypothesis that: a short in-service training for teabhers involved in outdoor educatinn activities which would be a group experience designed to meet the therapeutic values discussed above, can facilitate greater understanding of themselves and of each other within a clese group situation. The insights into their own behavior and awareness gained by teachers in such a program will foster greater understanding of the social situation in which children in a resident outdoor education setting are placed.

Thus, hopefully, teachers will be more perceptive and reveal the special leadership qualities of a teacher successfully involved in outdoor education programs. For example, at the end of an in-service session, the teacher may well ask himself: What have I learned about myself as a result of this experience? What are some of my characteristic behaviors when I relate to others? How do these behaviors affect others? Am I open? Am I defensive? What would I do differently? What were my expectations of this experience? Were they met, or how might they have been met? As a result of this experience, how have my perceptions of others changed?

Further investigation into the psychological and social dynamics of the total residential outdoor education social situations would be very helpful in planning the kind of in-service workshops and courses for teachers that will lead to maximum benefit and satisfactions for all involved - director, teacher, and child.

Teacher Preparation for Outdoor Education in Germany and Austria

-Lily Loewen-

In order for any group program, activity or excursion to be successful, preparation is mandatory. This preparatory stage can be experienced on various levels--but it must be there. I believe that we have been left with the impression that there is very little formal teacher preparation or very few directives are given to teachers in Germany in preparation for a Schullandheim experience. Frau Fuelner, in Regensburg, pointed out that teachers in Germany were given facts and taught to exercise their minds while teachers in America were spoon-fed with packaged ideas. This attitude has disturbed me. As a result, I have tried to probe into the preparation teachers receive.

In this paper I will consider various levels of preparation. First, at the university or institute level, then during the teacher training experience, at in-service meetings, through visual aides and books, from resource personnel, and lastly, by self-preparation. Our interviews, my observations and subsequent questioning, and printed materials all serve as sources of information.

It appears that virtually no preparation is offered at universities or schools of higher learning for schullandheim experience. Frau Fritz, Herr Hartman and others in Bremen; Herr Meyer in Berlin, and Frau Fuelner in Regensburg all verified this. Austria gave the same impression.

This makes for an interesting comparison with the United States. Germany has 375 Schullandheim centers while the United States has about twelve. Yet Germany's universities do not offer any courses in Schullandheim while United States universities offer numerous programs on the undergraduate as well as the graduate levels. This seems somewhat ironical, yet points out that Germans must receive their preparation elsewhere.

Furthermore, it indicates that in North America, Outdoor Education is an integral part of the entire educational system which <u>every</u> teacher can apply as he extends his teaching beyond the walls of his classroom. A third explanation lies in the fact that once a teacher in Germany finishes his last exam, continued educational courses are not required. In North America a teacher is expected to continue his studies.

During their teacher training experience many teachers in Germany and Austria have the opportunity to assist in a Schullandheim. The teacher interviewed at Hepstedt referred to the invaluable hints and ideas received while assisting in a Schullandheim during her teaching practicum. Austrian Schullandwochen directors referred to student teachers as assistants during the Schullandwochen. This is a very practical way of preparing teachers for a Schullandheim or Schullandwochen experience. This exposure helps the student teacher observe, evaluate and later plan his own Schulland excursion, eliminating many first-time pitfalls.

In-service training sessions are being conducted, however, according to school directors, on a rather informal basis. Principals and teachers meet in the evenings or on week-ends to discuss their Schulland programs over a beer. Herr Melzer from Ristedt had developed a progressive program from Grades three through nine. In order for his teachers to follow this, there must be some type of in-service

training. Their literature refers to the preparatory discussions, or in-service meetings, where teachers were briefed and prepared for these activities.

Mrs. Hoellerer of Regensburg mentioned that they do not offer any in-service meetings because the Schulland organization is private. If it were state owned, they could offer courses for teachers. They have considered the possibility of offering courses for teachers at a Schullandheim but, to date, it has not materialized. Furthermore, she was very interested in knowing the type of courses being offered in North America and how they were organized.

Austria, again, offers a great deal of in-service training, but their's is very specialized. Apparently, about 25 percent of their teachers receive skiing instructions - either learn to ski or how to instruct skiing. This is done during vacation time or school year. Glashuette offers five courses just for teachers. During this time they also discuss the program with students. Therefore, the in-service idea is not being ingnored in Germany and Austria. In Germany it is more informal, whereas in Austria it is more skill centered.

Visual aides seem to be a popular and successful means of preparing the teacher. Herr Mickler, from Bremen, showed us a few of his many transparencies. His file consists of the best lesson plans used in the Schullandheim centers. These are perfected, packaged and given to the teachers for their use. He and his staff edit, delete and add to this collection annually. In Wannsee, Berlin, the teacher showed us an excellent set of slides prepared for teachers and parents. Any teacher viewing these slides can receive numerous ideas for a Schulland experience.

The director of Mariazell Schullandheim in Austria kept copies of teachers' lesson plans and materials and passed them on to other teachers. or he used them to give hints and direction to others.

Bremen prepared a film on Schullandheim which has been translated into fifty-two languages. Austria has a film on how to prepare and conduct a "Wandertag" as well as one on their ski school. All of these are invaluable in preparing teachers for their Schullandheim experience.

A further aide in teacher preparation is books. Numerous books have been published for this purpose in Europe. Bremen has a handbook covering most of their schools. For each school they give a list of possible activities, even some diagrams explaining the activity plus maps of the surrounding area. Furthermore, they include a two-page list of reference books, one page for educators, the other for students to use in their identification of plants, animals, birds, landscapes, etc., while exploring the outdoors. Regensburg and Baden-Wuerttenburg offer pamphlets and booklets for teachers in preparation for their Schullandheim week. Both include innumberable details about general behavior, purpose, planning, administrating, packing and duties of the various individuals involved in the program. Then it includes valuable lesson plans or activities one can do while in any particular Schullandheim.

The booklet published by Baden-Wuertenburg includes, besides the above, a long list of books a teacher can use for ideas. In reading through their materials, I sensed that there were many more visual aides, exemplary lesson plans and preparatory materials available than we were informed about.

Resource people seem to be one of the more popular means of preparation. The majority of the teachers interviewed referred to experienced teachers as their source of information. Teachers also make a point of interviewing cooks and permanent staff members for ideas. Herr and Frau Elster were referred to as resource people. In Regensburg the head cook, with her many years of observation while cooking in a Schullandheim, was considered as a resource person.

The full-time director in Wannsee not only acted as director, but actually discussed the programs with the in-coming teacher before hand and helped them plan their week by giving them practical, workable ideas. In Regensburg the Youth Organizatinn served as a resource center. Although this was primarily for the International Schullandheim, it nevertheless, served as a resource of ideas.

It seems to me that the teachers in Germany value the personal contact with individuals who have had a Schullandheim experience rather highly. This way one not only passes on ideas, but also stimulates and motivates others. Herr Roesner and Herr Kabelitz credited much of their success to their own enthusiasm and promotional program, which was by personal contact.

Mrs. Hoellerer, working for the Schullandheim in Regensburg, acts as a consultant, especially to first-time teachers. Of the three Regensburg teachers we met, all had received directives from her. Only one questioned their helpfulness, and this, probably because of his own resourcefulness. Frau Hoellerer actually has a list of possible activities for their Schullandheim experience and gives it to whoever asks. At present she is considering publishing these suggestions in booklet form. Principals often act as consultants giving directions and ideas. However, often they only encourage and approve.

Self-preparation was listed as the most popular means of preparation by the majority. The teacher at Hepstedt claimed she was self-prepared. The teacher in Glashuett claimed he received most of his training through self-study and previous Boy Scout experience. Frau Fuelner adamently explained that German teachers are more creative than American teachers; and that German teachers learn academics and mental exercise to make the application on their own, while American teachers are spoon-fed when it comes to applying academics in a teaching situation. I sensed a certain pride when they spoke of their self-study and self-preparation.

Reaction

Several points have become evident while working on this paper. In the first place, I believe we have a different concept of self-preparation than the Europeans. To them anything outside a formal schooling program is self-preparation; whereas to us anything that is not presented on a formal or informal basis is self-preparation. Therefore, preparation received from universities, in-service meetings, resource people, books or visual aides, during teacher training is all other than self-preparation. I believe the Europeans would not agree with this and list all but a university experience as self-preparation. To me self-preparation is a pursuit of information without an outside stimulant.

I would further conclude that every teacher must, in the end, assimilate, organize, coordinate and plan his own activities in order to develop his "tailor made" program of learning experiences which will help him achieve his goals. Therefore, the final stage of preparation is worked out by the individual teacher. Before reaching that final stage, he has had the benefit of interviews, reading materials, visual aides, and a possible practicum in a Schullandheim.

The term "formal education" also seems to carry a different connotation in Germany than in America. To Germans it seems to refer only to their university training, while to Americans it encompasses an entire spectrum of studies like in-service meetings, crash study programs, and others.

Secondly, the Austrian school program offer more formal preparation and direction for their Schullandwochen, Wandertage and Ski Schulen than the German schools offer. This is evident in their ski courses for teachers, their films and the general impression gathered from our interviews.

Thirdly, I believe that most of us left with the impression that a teacher in Germany received very little direction and assistance in preparing for the Schullandheim week. According to the materials listed above, the German teacher receives as much direction as any American teacher. It is a matter of reading the right books and dialoguing with the right people.

Fourthly, it seems that in North America the teacher first receives formal preparation and then embarks on an Outdoor Education experience, whereas in Germany a teacher decides to go and then receives his preparation. Because there is a certain amount of self-initial in this procedure, a teacher in Germany may possibly refer to it as self-preparation. However, in the United States often only the interested teachers expose themselves to an Outdoor Education course. I am not sure about the procedure in Austria. There may be a difference between the preparation for a Wandertag and a Schullandwochen experience as compared with a ski schule experience. It could be that a teacher received his preparation after he decides to go.

Conclusion

In conclusion, I would agree that the teacher in Germany does not receive any formal preparation, but add that he receives a solid foundation in Schullandheim experience before he embarks upon the activity. This he receives through in-service meetings, recommended reading lists and visual aides, in teacher training practicums and through personal contacts with resource personnel. The Austrian teacher receives his preparation through instruction for specific skills, through films, interviews, and outstanding lesson plans.

Based on the material I have read, I would conclude that in North America we have more published lesson plans and ideas at our disposal than in Europe. However, the European market may be loaded with ideas and books we were not exposed to. Furthermore, I would conclude that the European teacher receives ample preparation for his Schullandheim experience. He, as any teacher, must internalize his preparation before he can effectively use it.

The Relationship of Physical Education to Outdoor Education

-Phyllis Marquette-

Since this paper is to be a personal thought reaction paper, I will toss aside the conventional guideline stating that all formal papers should be written in the third person and write this in the first person.

This having been my first exposure to Outdoor Education in any formal sense, I began the tour with little background and with plenty to learn. Not having been bound by any form of drilling or formal training in the history and philosophy of Outdoor Education, I felt free to form my own definition and philosophy from the many varied experiences of the summer. Presently, I would define Outdoor Education as any experience outside of our education structure which enrich and expand the learning experiences found within our educational system. In this concept we must be careful and realize that outdoor education also includes learning in the out-of-doors about the out-of-doors in many areas. In this definition I purposely refrained from limiting it to enriching classroom experiences because physical education experiences, taking place in a gymnasium are not considered classroom experiences and would therefore be eliminated. However, Outdoor Education should enrich all learning experiences including those of physical education.

In light of my interpretation of Outdoor Education, I would like to react to what we have seen and learned in our German and Austrian experiences. From the very first schullandheim in Germany right on through to the last one in our tour in that country, there was a definite attitude that to incorporate physical education into the schullandheim experience was possible but was not encouraged and at times was even frowned upon. Many of the schullandheim had ample outdoor space to be used for instruction in some sports but unfortunately, that was not the practice. To cite just one example, at Wannsee Schullandheim in Berlin there was a large play area with a few pieces of equipment. There was no creative playground equipment nor were there any natural objects such as rocks or trees with low branches to climb on. The schullandheim was located on a lake but no mention was given to swimming instruction or coaching. If physical education had been more a part of the German philosophy of Outdoor Education as it was presented to us, it would only seem natural and right to use the natural surroundings and teach swimming or hang some ropes from the trees to encourage and teach climbing. It seemed to me the teachers simply removed their classes from the formal school and brought them to a more informal school. They moved from one building (the formal school) to another (the schullandheim) rather than taking outdoor education more to the out-of-doors.

When looking at the Austrian Outdoor Education program, one can easily see that the natural surroundings play a very important role. In Austria the program emphasis almost switches to the opposite extreme of the German programs and heads whole-heartedly at sports. The Austrian Outdoor Education program is centered around school camp experience, "wander tags" and ski school with special emphasis on ski school. From the time a child is ten years old, four of his eight years in school will have as a part of it a ski school experience. There is an all-out effort

to prepare students and parents prior to the departure time and an effort to get all students to actively participate. All teachers involved must train to at least be able to teach the beginning level of skiing. There is excellent financial support, special equipment rental situations, school competition and educational aides given to teachers active in the program. All of the above mentioned points indicate that the Austrians feel that physical education is an essential part of the universal education.

The attitude that physical education was and is essential was emphasized in the Sports Schools we visited. The Sports Schools, skiing and otherwise were aimed at training top-notch people in the different areas of sports. Not only th Ski Schools and Sport Schools, but also the Wander tags had physical education themes in their programs. The over-all emphasis was definitely placed on active participation in sports with a conscientious drive towards excellence.

It seemed unfortunate to me that the Austrian system, emphasizing physical education as it does, was at the same time very facility oriented. The Austriens themselves would admit to great pride in their buildings. Their programs transported students from home into a beautiful resort setting and taught them skiing. Perhaps with less money given over to facilities more of a program could be developed which would incorporate other outdoor activities as well.

As I have carefully thought through what I have been exposed to in Outdoor Education and derived my own conclusions, I can see where physical education very definitely can and should fit into the Outdoor Education program. Outdoor Education does not have any definite course content but rather is an entire method of teaching which may include material from all subjects both, the academic and the non-academic.

Obviously the first and easiest path to take in Outdoor Education is to simply remove a class from the classroom and acquaint them with some firsthand experience with biology. It is quite simple to envision biology, geology, geography, art and perhaps math courses as a part of Outdoor Education. Why not incorporate physical education as a useful part of Outdoor Education? I am not merely speaking of the traditional role of physical education in teaching sports but also of how to use the environment properly for ones own leisure time pleasure. What better way to enjoy a stream or river than to be able to quietly canoe down it and observe the wild life--experience the rapids and enjoy the sounds of nature? And where but in physical education would canoeing be taught? It is really unfortunate that with an abundance of beauty at hand, the Germans and Austrians do not do much actual backpacking and wilderness camping. While in Austria, I felt as if they placed so much emphasis on skiing and organized sports that the sport of really living in and exploring Nature was dead. Actual camping and hiking offer unlimited learning experiences about Nature, Man and oneself that definitely are invaluable Outdoor Education lessons.

I feel, that while teaching people definite camping skills, and outdoor activities, one can and should also incorporate survival techniques. These survival techniques include such areas as edible plants, weather prediction, first aid, proper disposal of waste, different types of fires and how to build them, outdoor cooking, and orienteering, just to name a few possibilities. All of these can definitely be taught

and perhaps taught best in an outdoor setting and would therefore be Outdoor Education.

I do not intend to devaluate or negate the value of nature hikes or other studies done outside to enrich the learning process. However, while learning about nature on a hike why not learn the proper techniques of hiking and why? I think one could learn a great deal about physical conditioning while hiking, also. All of this falls under the category of physical educatinn and would not damage but rather would enrich the Outdoor Education experience. What makes a learning experience richer than when we can see it actually relating to ourselves, teaching us something new about how we operate and react physically to our environment? I think the wonders and excitment to be found in nature are magnified by a few days of actually living in it. Living where one can see and observe plants and animals makes biology come alive. Using compasses and stars brings astronomy into a new light. Seeing erosion, finding litter, finding the source of a stream, building a safe fire, using fire to learn some cooking and for warmth, all these I feel are definitely enriching to our educational system and should definitely be an intregal part of the Outdoor Education ideology. To separate Outdoor Education from the other disciplines defeats its purpose; to incorporate it into selected curricula also defeats it's purpose; but to use this method in the entire educational program fulfills its' purpose and enlivens our educational structure.

An Analysis of the Potential Values of the Schullandheim Experience, and A Statement of Concerns for its Real Function in the Educational Scheme

-Janice K. White-

According to my observations during this tour, education is viewed in Europe as the total development of the child, not merely his acquiring certain facts or thought processes. The classroom, however, separates the child from many aspects of life. Ideally, the schullandheim offers the opportunity to reunite the child with real-life experiences.

There seem to be three key advantages to the resident schullandheim experiences:

1. the time block, making it possible to emphasize a single project or idea;

2. the proximity to natural and rural environments, and;

3. the intimate contact with schoolmates and teacher making possible socialization and interpersonal relationships.

Although different educators emphasize different aspects of the program, these three seem to be the basic and most commonly recurring reasons for providing a resident experience for children.

Many experiences that should become part of the educational system are eliminated because of the time required. Trying to fit field work in biology, for example, becomes extremely difficult when dealing with a fifty-minute period. Activities requiring several hours or even days become easier to schedule when the teacher and student are together twenty-four hours a day for a week or more. It becomes easier to consider the time needed to complete a project rather than only what is allowed by an inflexible schedule. It also makes possible the devotion of all the energies of the class to one project rather than the typical diversification into all areas of learning in the classroom.

The "country home" also provides the natural setting alien to most city children. Here they can experience rural life and many aspects of nature. Germans and Austrians obviously place high value on the development of a love of nature, and joy in physical activity in nature. The number of hikers of all ages that can be seen as one drives through the country provides evidence of this. Also supporting this statement are the Wanderungen required by many German schools and the Austrian law dictating that every student learn to ski. Love of nature, however, is not innate--it must be developed just as any other appreciation. The country home can be a means to develop a feeling of oneness with nature and appreciation for it, particularly in city children.

The child's teacher has primary responsibility for the direction of his education, both in academic and cultural development. It is comparatively easy to test a child's knowledge and to guide his academic learning; however, guiding his social development is much more difficult. Really knowing a child is practically impossible if one's contact with him is limited to a few highly structured hours of the day in which his freedom of self-expression is severely limited. This is usually the case in the ordinary classroom. A doctor would not consider diagnosing and treating a physical ailment without knowledge of the patient's symptoms. Yet teachers are expected to do this with a child's social development all the time. One value of spending a week or two together as a class group is the depth of understanding about each other that can develop. Feelings that may be hidden a few hours a day show up in the resident experience.

The very nature of the schullandheim experience also fosters closer relationships among children and between teachers and children. A corruption of a popular quotation says, "A family that plays together stays together." This also seems to be true of other relationships. Getting out of the formal classroom and into an environment where teacher and students eat and sleep and play together draws them closer and helps develop more positive attitudes about each other. They see each other more as human beings than as teacher and pupil. As one teacher put it, "Here I am more their father than their teacher." If this feeling remains after returning to the classroom, the whole educational atmosphere would be healthier. Finally, if play and fun are integrated into education, the attitude that learning is only serious and difficult and far removed from real life can be avoided.

In the above section, I have tried to analyze and recognize some values potentially available through incorporating country home resident experiences in school life. Unfortunately, I feel these are only potential values, an ideal often not met by the true schullandheim experienc.

Another reason to be cautious in making conclusions about schullandheim and European education is the very educators with whom we have spoken. We have obviously been exposed to the best of progressive education. Just as I am sure that happens in my own classroom often does not live up to the standards of progressive American educators, I question whether the ordinary schullandheim experience planned by the ordinary teacher fulfills the potential values I have philosophized about. With some measure of mistrust of my analysis of the situation, I would like to discuss some concerns that make me question the real value of the schullandheim experience in the total educational scheme.

Concern #1. Availability of the experience. If the schullandheim experience is so valuable and enriching it should be made available to all children several times in their educational experience. Yet in most areas, not all children have an opportunity, and very few on a repeating basis. I can't fathom such experiences, if they truly offer the potential values described being restricted to one or two weeks of a child's life. I can't believe one week could make that much difference in his total development. Repeated exposure would seem to be necessary to carry out the above philosophy.

Concern #2. About facilities. This concern is two-fold. In Northern Germany, the facilities are provided by parents" organizations. In some cases, they are barely able to meet minimum standards. Why if these experiences are so intrinsic to basic education, must they be provided for outside the normal structure of educational budgeting? Does this reflect an attitude that schullandheims are really jam rather than bread in education.

In Bavoria, the poorest area of Germany, and in Austria, the facilities are provided for in the tax structure. Here my concern is centered around the emphasis on elaborate facilities. Like King Ludwig's castles, they seem to go beyond what is necessary to provide for the experience. This would not be a concern to me if it were not in an obviously poor district where the tax structure must be overburdened, and if the facilities were available to all students on a recurring basis. Greater value has been placed on providing exclusive and expensive facilities for a few rather than less ostentatious plants that would serve everyone. What part of the philosophy hinges on having carpeting and marble floors? In this sense, the physical facilities do not reflect the philosophy.

Concern #3. Sport Orientation in Austria. While Austrians included social experiences among the advantages of outdoor schools, the obvious orientation was on learning a single sport. To use the vernacular of the trip, "It is not possible not to learn how to ski." Overemphasis on skiing puts all the other philosophical bases as fringe benefits rather than objectives to be sought because of their own value.

Concern #4. Dependence on the individual teacher. In the final analysis, it is the individual teacher who makes or breads the schullandheim experience. It is his own philosophy that determines if and how he uses the country home. The experience could be a grand vacation or merely a move to a new classroom. He must carry the burden of planning activities to meet his objectives. If he does not share the above values, his planning will not reflect them. As in all education, the skillful teacher will use all facilities available, including the resident outdoor experience, in guiding the development of his students.

Math Use in Germanic Countries and U.S.A.; Schullandheim and Outdoor Education

-Leah Simmons-

We are all on this space ship, earth, regardless of race, sex, political affiliation or creed. We must use the materials and intellect that we have for the ultimate good of those now living and for posterity. There is no better way to impliment this than by constant use of mathematics until it becomes as common place as washing your face when you get ready for breakfast each day.

The administration and faculty at EPCHS are dedicated to the use of the world as a classroom. All departments have programs which take them all over our district, state, and, in some cases, the country. The following classification will show uses made by this writer within the last three years and those observed during the last thirty days within the Germanic sphere of influence.

in Germanic Countries	at EPCHS	Activity	Math Involved
x	x	(1) shadows to measure trees, etc.	similar triangles ratio and proportion
	x	(2) measure cliff	angle of elevation tangent
x	x	(3) measure width of stream	angle of depression tangent
x	x	(4) orienteering	use of compass, circle parts
	x	(5) protractor with arrow to North Star	measure of latitude
x	x	(6) hiking, (7) bicycling	see orienteering and uniform motion; d = rt
x	x	(8) cook outs	budgeting periods of time (some survival) use of stones, shapes of cooking utensils

Germanic	EPCHS	Activity	Mathematics
x	x	(9) archery, (10) ping pong	parabolas
	x	(11) billiards, (12) carom	lines, angles, distances
x		(13) locks	weights, balance
	x	(14) stained glass windows with brown paper tempura, linseed oil	circles, angles (art appreciation)
	x	(15) make slide rules	multiplication, division, sometimes square roots
	x	(16) cut glass under water	mass, liquid, change of properties of the glass
x	x	(17) checkers, (18) chess, (19) pick up sticks	set theory
	x	(20) pitch pennies	probability
x	x	(21) cards (all kinds)	set theory, probability
x		(22) muhle	same as the above three
	x	(23) sun dials	time, angles
	x	(24) whirlings, weather vanes	weather
	x	(25) simple computers sometimes with 2 color tabs, sometimes with bulbs and batteries	binary system
x	x	(26) mobiles	balance, motion

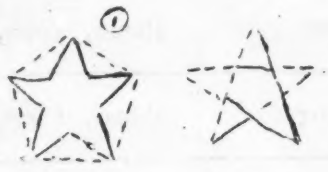
Germanic	EPCHS	Activity	Math
x	x	(27) temperatures atmospheric pressures, etc.	graphs
	x	(28) purchase supplies	value of money; ck contents, quantity, quality, price, credit rating
	x	(29) purchase equipment	installment buying, borrowing
x	x	(30) clay work and fire it	shape, form, 3rd dime, chemical changes, conic sections, solids of revolution
	x	(31) enamel work and fire it	chemical change
x	x	(32) reed work	shape, form, etc.
	x	(33) leather work	shape, form, etc.
	x	(34) wood carving	shape, form, etc.
	x	(35) tin can sculpture	shape, form, etc.
x		(36) towers of paper	balance, mass, strength
x	x	(37) garlands of paper	variety
x		(38) grids	percent, addition, etc.
x		(39) shaved wood	symmetry
x	x	(40) regular polyhedrons	building properties
	x	(41) symbols	development of language and computation

Although the comments of the Germanic teachers seemed to minimize the math used, these could not hide the excellent work being done at Stenum, Gleissenburg, Mariazell, and the Bundessportschule by Obertraun.

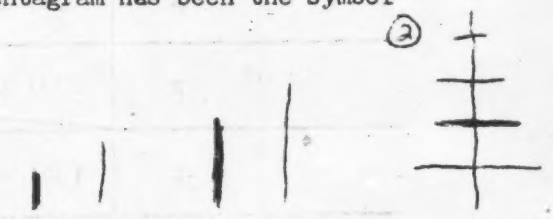
With the increasing occurrence of myopia, ulcers, cardio-vascular and neurotic diseases in teenagers, it behooves us to be ever alert to minimize pressures and tensions. These should be used sparingly to preserve a mental attitude in which any and all of humanity will feel free to communicate with each other. The sacrifice of security of the small boy at Stenum was too great a price to pay for the experiments done by the teacher's boy friend. If he feels he must practice behavorial pseudo-science, he should work with the hamsters and white mice. He would gain the same conclusions. Diametrically opposed to this is the careful handling of students at Gliessenburg. Here you could find only the confidence TLC gives. Under the European system of education the teacher can do but little to relieve the concern over the outcome of the elevenses. This rather independent American feels eleven is too young to set the life course of every youngster. We in the United States must watch lest the current trend in counseling produce the same in our young and destroy their hope.

To illustrate math development in outdoor education, let us take the assignment of beauty in the Mirabellgarten in Salzburg.

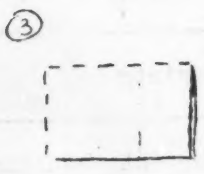
The announcement of the trip would be accompanied by a discussion of the Greek concept of beauty and perfect proportion. Pythagoreus developed it from the pentagram and the pentagram has been the symbol of egg heads ever since.



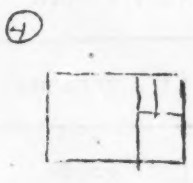
pentagram



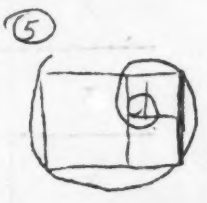
source of measure such that A + B = C; B + C = D



golden rectangle



with a repeating vanishing point



the current curve

See how many examples of this you can find in the park. Correct answers to above: (1) some flowers petunias, etc. walk and path arrangement, maple leaf; (2) fir trees, human body, cross section, some shells; (3) the Schion, Schloss windows, human body, shape of face, shape of nose, etc. layout of row garden, layout of north plot, layout of north steps, bottom of arbor, arrangement of classic statuary; (4) the complete arbor, Pegasus fountain; (5) some shells, pine cones, sunflower center, centers of margaretas. Non-comforming parts: hence considered ugly by many people: the playground, the clipped hedges, the dwarves, elves etc.

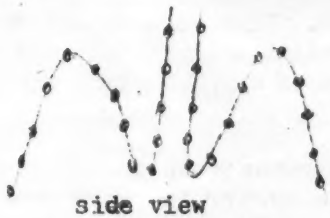
If there was enough time the stories from mythology about Pegasus and the antics of the gods could well be told. If the students were teen-agers, they could be told of the duplicity of human nature as shown by the dozen dwarves sculpted of people the archbishop disliked although archbishops are supposedly people who like other people.

If you wanted to divide the group, you could easily do a study of time here. Simple sun dials could be made. These students could then check the sun dial on the schloss as well as their own watches. If the students were second or third grade in development, they would enjoy using the dwarves as numerals and themselves as the hands of the clock. This is effective with fourteen to sixteen year olds who have had these difficulties in math.

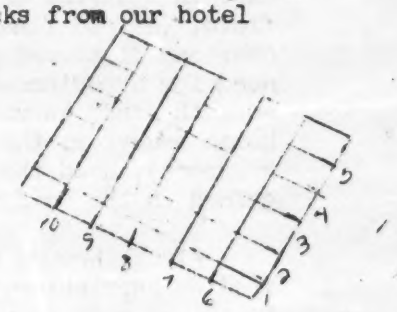
The German and Austrian concept of cleanliness, order, and environment control is a positive approach, whereas much talk and attention drawn to retrieving litter certainly is negative.

While the play ground at Mirabell must have been an afterthought of some johnny come-lately, the jungle gym a few blocks from our hotel was pure math form.

ground floor



side view



unfolded to show lacing of piping (not woven) 3 of these used

By use of straight lines both hyperbolis and parabolic curves were made. If children play with such forms, they will never find conic sections or quadratic equations difficult. Fuller's geodesic domes are other examples of this. It does not matter if the domes are built with triangles, pentagons, hexagons or solids of revolution as the U.S. pavilion in Montreal.

It will be interesting to watch the development of the alledged new math in the schullandheim. We could find no work with lasers, holograms, or space development products in our hurried overview of schools and museums. There was no glass which would conduct electricity or which could be used as a hammer, etc. For that matter, it will be interesting to watch the assignment of priorities in mathematics within our own United States in the immediate future.

Let us then live and let live, keep a taut space ship, communicate intra and internationally, and bequeath to those who follow us a civilization which they will not willingly let die.

Outdoor Education in Europe: Some Thoughts for the Social Studies Curriculum

-Robert Kraft-

Generally speaking, outdoor education seems to be any learning which takes place outside the classroom. If one assumes that learning can be acquired in the outdoors, outdoor education becomes, or should become, an integral part of any curriculum, be it mathematics, science, social studies, language arts, music, art, or physical education. Let it then be assumed that learning in the outdoors is part of one's overall education; that outdoor education is as equally valuable as indoor classroom education, and that the two are inseparable.

It will be the purpose of this paper: (1) to apply what has been acquired from the European experience to the seventh grade social studies curriculum of Elementary School District 62, Des Plaines, Illinois, (2) to discuss the European application of outdoor education to their social studies curriculum, (3) to explain what limited work has been done in District 62 in regards to outdoor education in the social studies field, (4) and finally to examine some of the European advantages and American disadvantages to the whole subject of outdoor education. The need for experiences in the outdoors is especially great considering the seventh grade curriculum. Classroom topics dealing with the environment, human behavior, the population explosion, and economics, as well as geography, need the kind of supplementary experiences that can only be gained in the outdoors.

First, how do the Europeans use the outdoors to fulfill their social studies curriculums? The answer is, very wisely. The Germans and the Austrians seem to use everything at their disposal in the outdoors to supplement their classroom work in geography, exonomics, and history. An American from the mid-west cannot help but feel somewhat envious towards the European teacher who is so richly endowed with natural settings and historical relics. History comes alive while touring a medieval castle or visiting a church that Charlemagne, himself, attended. Geography, too, becomes more interesting when an entire class has the opportunity to climb a mountain and see how a river winds its way through the surrounding countryside or measure distances and determine directions. Work in economics appears to be supplemented with studies of topography and the relationship between how man makes his living and the surrounding layout of the land. In studying the social sciences it appears that all objects found in the outdoors are used: trees, rivers, streams, mountains, hills, lakes, historical castles and churches, town halls and bridges are combined together to produce at least in Germany and Austria, a total learning experience--an experience that benefits from both indoor and outdoor study.

The American application of outdoor education to the social studies curriculum appears to be fairly similar, although it has its differences. America, too, is richly endowed with nature and history, and both of these endowments are probably uses in much the same ways. The difference concerns the amount of time spent out of doors. Considering the restrictions that will be mentioned later, it appears that the average American teacher is under no pressure to take a class outside. Certainly a teacher might take a walk out back of the school and work with distance or direction, but that appears to be the extent of it. In Europe,

owing to the fact that the Schullandheim movement is a generation old and in some cases even older, the teacher appears to be under pressure even though he or she will not admit it, from the parents of the students, who themselves participated in these experiences and who now seem to expect that their children will too. Even the children are anxious to participate in the experience as they spend much of their own time before the trip collecting the money to pay their expenses. The difference is that while the average American student participates in outdoor activities sparingly throughout the year, the average German or Austrian student has come to expect one or two weeks a year, away from home, participating in outdoor education experiences.

Elementary School District 62 is a large, suburban district. Des Plaines, Illinois, is a mini-city, and compared with Regensburg, West Germany and Salzburg, Austria, not richly endowed with nature and history. Nevertheless, some outdoor learning experiences do occur. The Des Plaines River has been used as a valuable tool in studying water pollution. O'Hare Field allows a teacher to experience with his class the effects of air and noise pollution. Other limited experiences have included one mile walks to develop a sense of distance and mapping to develop concepts of direction and scale. These are, however, limited experiences. At best they take up only twenty to thirty minutes. In contrast, the German and Austrian teacher who finds himself with his class in a Schullandheim can spend as much time as he feels is necessary working on similar concepts. He can feel free to spend days, if necessary, on a difficult geographical concept and not worry about finishing in time for his students to make their next class. So outdoor learning does take place in the District #62 curriculum, but because of certain important limitations, in this case time, a thorough job is rather difficult to achieve.

This leads to the next point. The question is, how, as a result of this European experience, could the Distric #62 seventh grade social studies curriculum change? Despite the restrictions, there are ways that the outdoors can become a more related part of the overall curriculum.

German and Austrian teachers would probably use their rivers as more than just test tubes for pollution. Permitting the student to think for himself and solve certain problems by drawing inferences from what is around him, the teacher uses the river to supplement studies in economics, and geography. The Des Plaines River, then, could be used to analyze such questions as why does man settle in some areas and not in others, and how important was the river in the economy of the early city. Some insights into the answers to both questions could be gained just by walking up and down the banks of the river.

One very striking characteristic of European outdoor education is its attempt to develop in the student the realization that living with others can be both difficult and rewarding. Students in the Schullandheim have to live together for a long period of time. They come to rely on each other and discover the importance of each other's contributions to the functioning of the group. Sadly enough, this is what is missing in most American schools. The students are not given the chance to live with each other for long periods of time, and unfortunately, they miss out on a valuable experience.

The problem becomes one of incorporating the idea into the curriculum. Since in Distric 62 the teacher cannot easily take a group of students some place for two weeks, he or she must then do the next best thing. Small group work, where each group member relies on the coopera-

tion and contributions of the others can be set up with a number of outdoor activities. Examples would include the categorizing of various types of pollution, drawing maps of the city, determining the role played by the city parks in the life of the community, drawing conclusions in relation to the effects of a large airport on the city, analyzing population distribution and using the people, themselves, as resources in obtaining insights into human behavior. Regardless of the outdoor activity, the stress should be placed on individual cooperation and contribution in producing results that are the responsibility of the group.

Through their work in the outdoors, European educators seem to develop in their students a greater appreciation for the natural world. Going outside with a compass is more of an experience than simply finding directions. It becomes a lesson in nature appreciation. For coupled with their work in other outdoor activities, the student begins to see nature for what it really is: lively, beautiful, exciting, intriguing, and pleasurable. He is able to apply what he has learned in the classroom with what he sees and hears in the outdoors. His realization that the outdoors is part of his total learning experience makes his education all the more relevant and important to him. In contrast, many American students feel that learning stops when the final school bell rings. They fail to see the outdoors as a learning laboratory in which they can apply what they have learned in the classroom. As such, they fail to appreciate the natural world for what it is really worth.

Here again, the problem is one of incorporating nature appreciation into the outdoor curriculum. Much of the answer lies in how well the seventh grade teacher can relate what is going on in the classroom with what exists in the outdoors. A simple example would be a unit on modern industrialization. After the seventh graders had discussed various causes, they could then be led outside to discover on their own the many effects of industrialization, both good and bad. Not only does the student gain insight into the topic, but he hopefully begins to appreciate various aspects of the outdoors; the parks, the rivers, the trees, the fresh air, and so on. After several experiences, he begins to see how man affects his environment, and he may even develop a desire to do what he can to help preserve as much of his environment as possible. Thus, through his outdoor experience, the student comes to the realization that the outdoors is an extension of the classroom, that learning is all around him, and that the natural world is worth appreciating.

It is at this point that the "certain restrictions" mentioned earlier must be explained. First of all, the Austrians and the German teachers are much more endowed with natural settings than any seventh grade teacher employed with District 62. Beautiful mountains, forests, and rivers, as well as intriguing churches and castles are never very far away. Second, the time factor is very important. While the German and Austrian educators can spend several weeks in the outdoors, the District 62 social studies teacher must make do with twenty or thirty minutes. Another closely related factor is the sheer size of classes. District 62 junior high teachers are responsible for educating 140 students divided into four classes. The seventh grade social studies teacher cannot very easily take all 140 students out for two weeks and perform the same kind of job the European educator does with only forty. Added to this is the realization that there are very few places, if any, around Des Plaines that can accommodate 140 students at one time. Even in Germany and Austria this is a large number. Fourth, the very subject of attitude is important. There are several teachers on the District 62 staff who

will not accept outdoor education as essential to their curriculum. It is viewed as play time, a time when the teacher can easily give up his or her teaching responsibilities and enjoy a game with the students outside. In Des Plaines, as probably in many other parts of the United States, taking students outside as an extension of the indoor classroom is the exception and not the rule. In Germany and Austria it appears to be the rule. Next, and not least, is the whole idea of finances. In District 62 fieldtrips and outdoor education excursions that will cost the student more than $1.00 are looked down upon, and many times permission will be refused. In Germany and Austria, on the other hand, the state will pick up the expenses that some families find they cannot afford. It was even interestng to learn that some families will pay for the Schullandheim experience of those children whose parents cannot afford it themselves.

In conclusion, only one recommendation can be made in light of the restrictions and limitations that face the future possibilities for outdoor education experiences in the District 62 social studies curriculum. The teacher has to do his or her best to supplement the curriculum with outdoor instruction. That point is clear. That same teacher must, as a result, of this European experience, further use the geographical resources at hand to their <u>full</u> advantage, develop through outdoor study a sense of cooperation and participation, and in as many ways as possible, create an appreciation in students for the natural world around them.

One final thought is appropriate here. Education in the United States is facing a serious financial crisis. This writer wonders if while indoor education is presently being limited and budgeted more and more, will not the possibilities for further valuable outdoor education experiences become just plans on a drawing board, never to become reality???

The Role of the Schullandheim in Teacher-Pupil Relations in the Context of Social Values

-William G. Hansen-

> "We are at the beginning of a new era in our society when our major task is to learn what it means to live together in a sharing community. The Schullandheims must be used to assist in accomplishing this goal."

This statement, made by a student of psychology, who was assisting the teacher of a group of pupils at the Schullandheim in Stenum, would seem to me to represent one of the most significant viewpoints we have heard concerning the meaning of the Schullandheim in today's world. I have chosen it to open this thought--reaction paper as a support for the thesis that man's behavior toward nature has a direct relationship to his behavior toward his fellow human beings and therefore the way that he perceives his social environment will closely parallel the way he perceives his total environment. It follows from this thesis that the major purpose of the Schullandheim experience today is to provide an opportunity for the child to discover valid relationships with his environment and to begin to build the social values which support these relationships.

This can happen in various ways in the Schullandheim. The conditions created by living in close proximity with one another referred to at almost every Schullandheim as those which provide a unique opportunity for probing social behavior for the purpose of developing a stronger sense of community through group living. However, this is not to suggest that values which promote a particular type of community life will be automatically forthcoming. One need only look at the history of the Schullandheim movement to see that it has been exploited to foster various social values. In the final section of this paper, this matter will receive further attention.

Another way in which the Schullandheim can build social values is through helping the child discover appreciation and respect for nature and especially all forms of life. Although this was not specifically stressed at every home, it can be safely assumed that this attitude is conveyed in some way in each Schullandheim. Here again, however, desirable values do not automatically result. Respect for nature can be equated with exploitation for limited goals as was, and still is, the case with some of the "wise use" conservation education in the United States.

The Schullandheim can also serve to show the child the larger interrelationships his life has with other occupations related to natural resources more visibly (such as farming, lumbering, canal shipping, etc.) than do the occupations normally encountered in an urban environment. As his dependency upon the earth becomes vivid, his contact with those who labor with its resources becomes more significant and the importance of the various segments within the social structure becomes more obvious.

Finally, social values can evolve around the new relationships between teacher and pupil made possible by the relaxed, informal, yet socially demanding conditions of the Schullandheim. The relationship of the teacher, and perhaps other staff members as well, to the pupils

is crucial for the Schullandheim experience. Not only does the whole experience depend upon the teacher particularly regarding the degree of growth in social development taking place during the stay at the Schullandheim, but also the teacher's relationship with the children is the primary instrument with which social values can be built. Much more so than in the classroom, in the Schullandheim it is required that the teacher have a definite kind of relationship with the pupils around which the other experiences can be developed. If the teacher is authoritarian, for example, other opportunities for developing values will be lessened for the class due to curtailed explorations. Social tensions may be simply subdued and buried rather than solved. Questions may not be raised and thus go unanswered. But, most importantly, the myth of equating knowledge, superiority and power with the display of authority will probably be accepted and go unchallenged by the child, thus perpetuating a very invalid social value.

Throughout the study tour, we have heard various comments concerning the transition from the authoritarian to the democratic classroom. It seemed to be mentioned most often in the Bremen area. In no locality which we visited could definite answer be obtained as to the degree that the Schullandheim movement has played a role in this pedagogical reform. However, the conjecture that there is a positive relationship is strengthened by a quotation from a booklet published in Baden-Wuerttemburg by the Schullandheimverband Baden-Wuerttemburg, for teachers:

> "The working methods of the Schullandheim experience are reflections of democratic training possibilities and teaching methods of the school...the teacher should form the Schullandheim experience so that he transmits to the young generation enduring values of democratic training and education."*

In Bremen, Herr Johansen apologized for his authoritarian conduct of his class at the Schullandheim in the film which we viewed because it was counter productive and unfitting in the Schullandheim setting. Some teachers were heard to remark that they felt that the lack of a fixed schedule and regulations was one of the most potentially positive aspects of the Schullandheim experience. Even in Austria where we encountered the least progress in the move away from authoritarianism, an atmosphere of more intimate, personal relationships between teacher and pupils was said to be one of the main values of a Schullandwoche experience. Only at the Wilmersdorf Schullandheim in Berlin did we find a discernable authoritarian approach and this was only noticeable on the part of the directoress, and it was immediately singled out for sharp criticism.

The relationship of the Schullandheim Movement to the aspect of progressive educational practices which we have focussed on here, namely; the democratization of the classroom experience, was summarized quite well by a teacher in the Wilhelm Berger Schullandheim in Hepstedt when she stated that although there were many progressive educators who were not enthusiastic about Schullandheims, there were very few who were involved in Schullandheims who were not also progressive in their approach to education.

* Handreichung fuer die Durchfuehrung eines Schullandheimaufenthalts, Schullandheimverband Baden-Wuerttemberg e.V., 1971

Conclusions and Criticisms

From the observations made inthis course, it is apparent that two developments which have significance for this paper are taking place in the German schools and to a lesser degree also in Austrian schools. One is is move away from external authority to the motivational learning approach which necessitates a democratizing of teaching methods and the other is an expansion of the Schullandheim Movement which includes not just the building of more physical facilities, but also a deepening of the learning and social experience involved in the visit to the Schullandheim. Whether these two developments are taking place simultaneously because they are causally related or because of sheer coincidence is open to speculation. But there is no question that the two developments are pedagogically complimentary.

In the past, Schullandheims have been used to further the social values of the society of which they are a part. The most notable example was during the Hitler Era when they were used to promote the ideas of the Nazi Movement. Obviously, anything can be taught at a Schullandheim that can be taught in the classroom. The question is, however, does the setting of the Schullandheim lend itself more appropriately to the imparting of, or at least the understanding of, some values, such as those associated with a democratic philosophy, than others, such as those associated with authoritarianism? Obviously, the conclusion reached in this paper is, YES. As was so often mentioned to us, there is a relaxed atmosphere at the Schullandheim, less need for as many rules, more emphasis placed on development of individual responsibility. Within the group, more time for individual participation in group decisions and for consideratinn of individual needs, more personal contact between teacher and pupils, etc. The conditions are seemingly recognized by teachers for their potential. It is therefore rather disappointing to reflect that in this period of social upheaval and transition, and that in spite of the many reports of problems with discipline, only at Stenum did we find an innovative approach to the challenge of building a social group around the values toward which the society apparently is moving.

Furthermore, it was nowhere really clear that the dependency of the Environmental Movement, (which reportedly has peaked in social concern already, about a year ago in Germany), upon citizen involvement in a social order based on democratic participation, offers an unusually unique opportunity to explore social values around the various facets of the Environment. It is not difficult to see how teachers could truly democratize their relationship with their pupils as they probed in equal powerlessness the encroaching problems confronting our common environment and explored together possible future environments adequate to sustain life on the highest level. But this kind of "social" interaction with the environment was totally missing and in only a few instances was the unique environment of the Schullandheim engaged in more than in a superficial way.

But, at the same time that these inadequacies can be mentioned as criticisms, they can also be cited positively as potentialities of the Schullandheim Movement. Change will no doubt be very apparent in German and Austrian schools in this decade; it will be interesting to observe whether the potentials of the Schullandheim Movement are adequately exploited in the accomplishment of this change.

The City--An Educatinnal Resource

-Ruth Danner-

I must begin my paper with the beginnings of my idea for its topic; and that was the day on the bus when one of the tour group members gave a short lecture on Ekistics, the study of human settlements.

I found this lecture a most interesting one because it introduced me to a new way of looking at cities. I have taken courses before in Outdoor Teacher Education in which I had to think of various ways to use a school yard or park, but seldom was I required to give much thought to what a city had to offer.

On this study tour, cities have been the main vantage point for looking at a culture. The ideas gleaned from them, through the many days of bus rides and foot trampings, will be of unmeasurable worth in my future teaching.

It is my hope to make this paper not just a reaction to what I have seen and experienced, but a guide and a stimulus to others who may happen to read it. There are cities everywhere, bulging with ideas and pulsing with life waiting to be discovered by their inhabitants and passers-by. One has only to open his senses and allow the city to speak. Its language is universal and can be understood by all.

I would like to take the reader on a short journey with me. We will start just outside the doorway and travel to a place surrounded by trees, grassless and covered with asphalt. It is a respite for cars patiently awaiting their owners return. The cars are white or cream colored and they are very small. The place is Geneva, Switzerland, and we are on the rue de Henri-Dunant, just next to the open park. It is called the Plaine de Plainpalais. We stop some passers-by and ask them about the park.

We are told that the park was named for the section of town that we are in, the Section Plainpalais. The people tell us that a plaine means a flat area of ground that is somewhat like a park, but not as decorative.

The people tell us where to get an excellent view of the city. It is in a restaurant open to the public just a few blocks away. The 18th floor will be our vantage point from which we will decide what we want to see during our stay here. The view will also speak to us of the people of this land; of their values and ethics. You may ask how such a view could speak so many things--of ethics, and morals? Let us look together and see.

As I look at Geneva, I see a myriad of buildings and houses all close together. So close in fact that I can see no streets or trees except directly below me and far beyond. The buildings are mostly covered with red roofs and painted a light cream color, or bare, cement stone.

The skyline becomes broken then, on the horizon by the long, thin, arms of the cranes. I can count six of them in one eye span. The lake is there, with the buildings hovering over its shore. A few sailboats are on the lake; others are resting at the docks.

I see people on the street below--an older man riding a bicycle, a woman with a dog, two young children playing together with a ball.

Let us ponder now these few things that we have seen. First of all the buildings, so close together, and yet still more are crowded into the sky--one looking almost as the other. Do these people not value individuality? But look again--to the buildings just below and on the right. Do you not see a Gothic doorway, a Romanesque arch, a mullioned window. And the balconies--similar and yet each with its own filigree.

The cranes are rivaled only by the newer buildings, obtrusive in the sky--and closer by, the television antennas, which give us a clue as to where the people live.

The lake from where we stand looks immense and forbidding. It is not so blue as others we have seen. The shoreline is harnessed by concrete breakers, and close by an artificial geyser spouts water toward the sky.

The people of this city seem subjected to the cars. Identity is lost as the impersonal automobiles rush on their way. They appear as the blood line and pulse of the city, settling its fast pace. Beware the individual who does not respect the anatomy of the artery streets and gets in the drivers way.

But we are looking now, only from above. To know and learn from the city we must once again go down to meet it and the things we spoke of. We should remember that we must be willing to walk, not as sleep walkers, insensitive and blind, but full ready to be shaken from our indifference and conscious of the people, culture, and versatile beauty at hand.

We will walk on the street now and compute the things that we see, feel, hear, touch, taste, and smell. All our senses are important, for we have no guide book, only our own resources.

I think it would be helpful to make note of these things, and so we shall keep a list of all that impresses us.

The Street-

The first thing that we notice about the street we are walking on is its cleanliness--its freedom from litter. But why do we still feel a dinginess and sense of depression. Yes, it is the buildings. They show the years of pollution on their dirty faces. The once proudly beautiful buildings are now disgraced and debauched by their ungrateful owners.

The concrete is part of it too. It is everywhere and chokes the trees and grasses that try to survive. Flowers are not to be found, except high above on an occasional balcony or in a small park like the one we just passed by.

The trees show the effect of the pollution. Some are turning brown already in the beginning of August. They are planted in neat rows.

The sidewalks are often small here. They seem to have been designed for miniature people. Cars have priority. Their noise stifles our voices.

The Stores-

As we walk along near the stores, we notice the merchandise along the street. It is set out in the open very often. Does this mean the people are more honest here? There is no one to stand and watch for thieves.

There are no masses of neon signs. Display cases are plain and crowded with merchandise, unlike cities such as West Berlin and Zurich where the cases were as though artists had arranged them. What influence do these people have to make them care so little for outward appearances?

Prices are well displayed--sometimes in English. But we are frustrated to find that we cannot buy stationery in a drug store. The shops here are specialized and things are what they are. We shall sense this traditionalism in the people later on.

We'll walk now to where the university is. The streets run in all directions, seeming to make little sense, but we find our way. We have asked a few people the directions and we find that most are very helpful.

City Ethics

We have asked some people for directions and have been barely given an answer. As we think about this we must consider how it is to live in a large city. Think about the population. Can you be everyone's friend in a city of thousands? Some people must tune out certain stimuli in order to survive. Sometimes it is other people that must be tuned out.

We are on the rue de Candolle now and see two girls that we hope speak English. They are dressed similarly to us and smile as we approach.

They do speak English and we find that they are from Sweden-Brigetta and Christina. They are here in Geneva to study French. They tell us that the people of Geneva speak many different languages--French, Spanish, Italian, Rômain, German, and English. This reminds us of our own American towns, but we are surprised to find so many different nationalities here under one Swiss flag.

They tell us employment is difficult for foreigners in the city. They are trying to obtain jobs as child care workers in French homes.

We'll go now to a restaurant to have a snack. But we find that they are all closed. The people here evidently don't believe in eating meals at any hour of the day. We must wait until 6 P.M. It is not possible now!

This traditionalism has made me think of another project for us. We'll go down to the river now and see if we can discover why this city of Geneva was built here.

Umschlagplatz-

There is a German word, umschlagplatz, that refers to a theory of how older cities developed around the connecting points of transportation routes. Let's see if we can prove this theory here today.

The older part of town should be closest to the river, and it is. We see in this section of town many indications of its age--the stone laid streets, the crumbling masonry, massive doors and gateways giving access to internal court--yards and small fountains. The Cathedral is to be found in this section of town. Domes, arcades, accolades--all date the section.

City Restaurants-

We'll go now by tram to the middle of the city, where we'll eat at a fine restaurant.

For our dinner we have a very distinguished looking waiter to serve us. We notice a huge dog in the restaurant and think about the city ordinances in our own country.

There is no water served at the meal. We are told the water is not pure. This makes us think of another aspect of the city--its sewage and disposal system. Earlier in the day we saw a city crew working to clean up an open air market, but what happens to all the debris? What does a city of this size do with its refuse?

An open terrace is just outside the window there. People are eating a meal on the terrace and we are wondering why this is not done in the United States.

The insects here do not seem as plentiful as in Illinois. Could it be the mountains surrounding the city that make a difference? There are no flies on the food.

We'll end our tour today with a final walk down the rue des Charmilles. We'll note the things that we'll wish to explore tomorrow.

The street signals--the direction signs--the cemetary--the statuary --the lake--the museums--advertisements--the dress of the people.

As we leave the city today--we look back on the days activities. We have gone through a process of sensitization. The city has become our friend, sharing its deepest secrets with us and promising more.

This short journey has been my attempt at showing what could be done with a city if a teacher wanted to use it as an outdoor education experience.

The example was Geneva, Switzerland, but the types of activities engaged in there could be repeated almost anywhere. The cities are an excellent resource and exciting because each city has its own character, consisting of its people, streets, buildings, location, history. The lesson is never quite the same.

Not only can a city be a source of first hand knowledge of a culture but also a teacher in all subject areas from art, to biology, to math, to history.

In these days of a dwindling agrarian society, the cities must take on a new importance for us. As the country side diminishes, we must not turn our backs on what the cities can and have taught us.

Where there are no open spaces: plains, valleys or hills, there exists the danger for a people to become an indoor people, hiding inside their buildings seeing little value on the outside. A perceptive teacher, however, can change this situation. Her students have the tools necessary for achieving this goal. She need only to teach the students how to use them.